

Module 28 ~ Operant conditioning Applications, Operant vs. Classical Conditioning

Biofeedback ~ A system for electronically recording, amplifying, and feeding back information regarding a subtle physiological state, such as blood pressure or muscle tension. EX: George is connected to a biofeedback system that records tension in the forehead muscle of a headache sufferer, to see if creating tension in his forehead could relate to his headaches.

Respondent behavior ~ Behavior that occurs as an automatic response to some stimulus. EX: A dog automatically salivates at the smell and/or sight of bacon.

Operant behavior ~ Behavior that operates on the environment, producing consequences. EX: A dog sits when he sees his owner, as whenever he sits in front of his owner he receives a treat.

Module 29 ~ Biology, Cognition, and Learning

Cognitive map ~ A mental representation of the layout of one's environment. EX: After exploring a maze, rats act as if they have learned a cognitive map of it.

Latent Learning ~ Learning that occurs but is not apparent until there is an incentive to demonstrate it. EX: A parrot is trained to talk, but does not do so until it is given a cracker first.

Insight ~ A sudden realization of a problem's solution. EX: A young robin is trapped in a hole, Johnny's insight solved the problem in which he slowly poured sand into the hole whilst giving the bird enough time to keep its feet on top of the continuously rising pile.

Intrinsic Motivation ~ A desire to perform a behavior effectively for its own sake. EX: Franklin makes a psychology cheatsheet, because of the warm happy feeling it gives him.

Extrinsic Motivation ~ A desire to perform a behavior to receive promised rewards or avoid threatened punishment. EX: Edgar studies for the AP Psychology Exam so he can receive college credit.

Coping ~ Alleviating stress using emotional, cognitive, or behavioral methods.

Problem-Focused Coping ~ Attempting to alleviate stress directly--by changing the stressor or the way we interact with the stressor. EX: If our impatience leads to a family fight, we may go directly to that family member to work things out.

Emotion-Focused Coping ~ Attempting to alleviate stress by avoiding or ignoring a stressor and attending to emotional needs related to one's stress reaction. EX: If, despite our best efforts, we cannot get along with that family member, we may search for stress relief by reaching out to friends for support and comfort.

Learned Helplessness ~ The hopelessness and passive resignation an animal or human learns when unable to avoid repeated aversive events. EX: Dogs were strapped in a harness and given repeated shocks, with no opportunity to avoid them, later when placed in another situation where they could escape the punishment by simply leaping a hurdle, the dogs cowered as if without hope.

External Locus of Control ~ The perception that chance or outside forces beyond our personal control determine our fate. EX: Claire doesn't study for her test because it won't matter as if she was destined to pass the test, then she will.

Internal Locus of Control ~ The perception that you control your own fate. EX: Josiah does study for his test because he knows if he doesn't study, there is a large chance he won't pass his test.

Self-Control ~ The ability to control impulses and delay short term gratification for greater long term rewards. EX: When given the choice to either eat one cookie now or wait 1 hour and receive 20 cookies Bobby resisted temptation and waited the full hour.

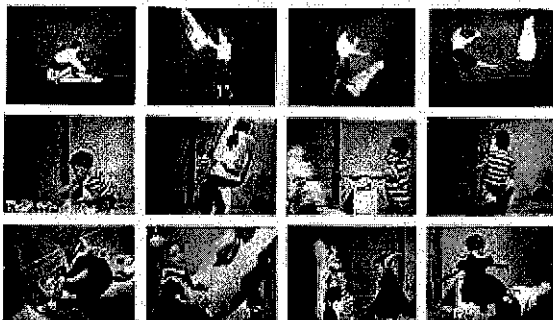
Module 30 ~ Learning by Observation

Observational Learning ~ Learning by observing others. Also called social learning. EX: A baby elephant watches its mother shoot water out of her trunk onto herself, to keep cool, and learns to do the same thing.

Modeling ~ The process of observing and imitating a specific behavior. EX: Children who watched an adult physically and verbally attack a bobo doll, performed the same actions done by the adult.

Mirror Neurons ~ Frontal lobe neurons that some scientists believe fire when performing certain actions or when observing another do so. EX: When a monkey eats a banana these neurons fire, and also when the monkey watches another monkey eat a banana his mirror neurons also fire.

Prosocial Behavior ~ Positive, constructive, helpful behavior. The opposite of antisocial behavior EX: Many business organizations effectively use behavior modeling to help new employees learn communication, sales, and customer service skills.



Module 31-Studying and building memories

Memory is learning that has persisted over time, it is information that has been acquired, stored, and can be retrieved.

Information-processing models

- Get info into our brain --encoding
- Retain that info-- storage
- Later gets the info back out-- retrieval

Memory-forming process

- 1.) we first record to-be-remembered info as sensory memory.
- 2.) we process this info into short-term memory, where we encode it through rehearsal.
- 3.) finally, info moves into long-term memory for later retrieval.

Working memory-short term memory that focuses on conscious, active processing incoming auditory and visual spatial info.

Explicit memories-memories that one can know and "declare"

Implicit memories- memories that are "undeclarative"

Chunking=putting things in groups

Ex. (123)(456)(789)

Mnemonics=memory aids

Ex. P- parenthesis

E- exponents

M- multiply

D- divide

A- add

S- subtract

Module 32-memory storage and retrieval

Hippocampus- brains equivalent of a "save" button. Damage to this area causes loss of recognition of explicit memories.

Cerebellum- forming and storing the implicit memories created by classical conditioning. Damage to this area causes people unable to obtain certain conditioned reflexes, such as associating a tone with an impending puff of air.

Basal ganglia- motor movement. receives input from the cortex but doesn't return the information back to the conscious awareness of procedural learning.

amygdala- boost activity in the brains memory forming areas.

flashbulb memories- a clear memory of an emotionally significant event.

long term memory capacity is unlimited.

The frontal lobes and the hippocampus= explicit memory formation.

The cerebellum and the basal ganglia= implicit memory.

Long-term potentiation appears to be at the neural basis for learning and memory.

External cues activate association that help us retrieve memories, this process may occur without our awareness, this is called priming.

Returning to the same physical context or emotional state in which we formed a memory can help us retrieve it.

The serial position effect of our tendency to recall best the last items and then the first items on a list.

Module 33 Forgetting, memory construction, and memory improvement

Anterograde amnesia- a person can recall the past but not form new information.

retrograde amnesia- the inability to retrieve info from one's past.

proactive interference- disruptive effect of prior learning on the recall of new information.

retroactive interference- disruptive effect of new learning on the recall of old information.

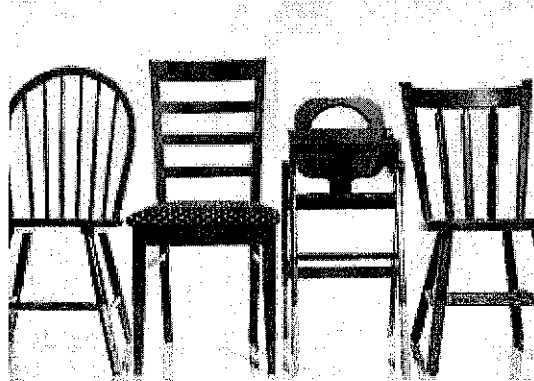
misinformation effect-exposed to misleading information, we tend to misremember.

source amnesia-attributing to the wrong source an event we have experienced, heard about, read about or imagined.

deja vu- "I've been here in this exact situation before."

Module 34 ~ Thinking, Concepts, and Creativity

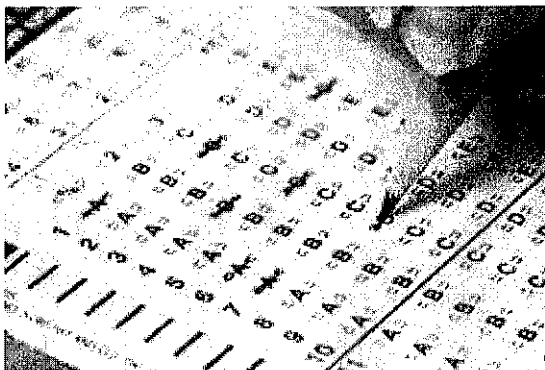
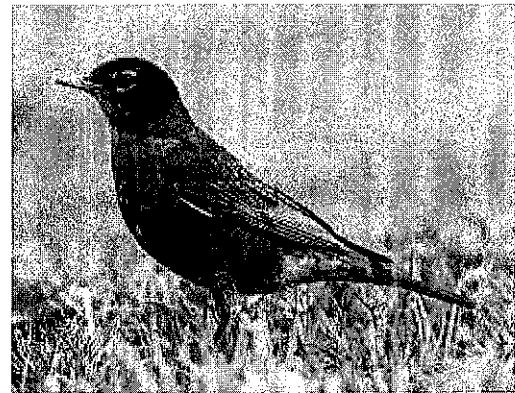
Cognition ~ All the mental activities associated with thinking, knowing, remembering, and communicating. EX: Dorothy uses her cognition when she thinks it would be a good idea to run into the house during the tornado instead of the storm cellar.



Concept ~ A mental grouping of similar objects. EX: The concept of chairs, you could have a baby's high chair, a reclining chair, a dentist's chair--all of which are for sitting.

Prototype ~ A mental image or best example of a category. EX: People more quickly agree that a "Robin is a bird" than that "A penguin is a bird."

Creativity ~ The ability to produce novel and valuable ideas. EX: For his group project in Biology Bob used his creativity to come up with the idea of using a black color to represent the dead bugs and a white color to represent the living bugs.



Convergent Thinking ~ Narrows the available problem solutions to determine the single best solution. EX: When taking an AP Psychology test Zane used convergent thinking to choose the best answer.

Divergent Thinking ~ Expands the number of possible problem solutions (creative thinking that diverges in different directions). EX: Carrie uses divergent thinking when asked how many uses can you think of for a brick?



Module 35 & 36

Module 35

Problem Solving strategies: Algorithms-a method, that guarantees solving a particular problem. Heuristic-a simple thinking strategy that often allows us to make judgements and solve problem efficiently. A heuristic is a faster way of solving a problem but is more prone to error over an algorithm.

Insight-a sudden realization of a problem's solution.

Confirmation Bias-a tendency to search for information that supports our perceptions and to ignore or distort contradictory evidence.

Mental Set-a tendency to approach a problem in one particular way, often a way that has been successful in the past.

Intuition-an effortless, immediate, automatic feeling or thought, as contrasted with explicit, conscious reasoning.

Representativeness Heuristic-judging the likelihood of things in terms of how well they seem to represent, or match, particular prototypes: may lead us to ignore other relevant information.

Availability Heuristic-estimating the likelihood of event based on their availability in memory: if instances come readily to mind we presume such events are common.

Overconfidence-the tendency to be more confident that correct-to overestimate the accuracy of our beliefs and judgments. **Belief perseverance**-clinging to one's initial conceptions after the basis on which they were formed has been discredited.

Framing-the way an issue is posed; how an issue is framed can significantly affect decisions and judgements.

Module 36

Language-our spoken, written, or signed words and the way we combine them to communicate meaning.

Phoneme-in a language, the smallest distinctive sound unit.

Morpheme-in a language, the smallest unit that carries meaning; may be a word or a part of a word.

Grammar-in a language, a system of rules that enables us to communicate with and understand others.

Semantics is a set of rules deriving meaning from sound. **Syntax** is the set of rules for combining words into grammatically sensible sentences.

Babbling Stage-beginning at about four months, the stage of speech development in which the infant spontaneously utters various sounds at first unrelated to the household language.

One-Word Stage-the stage in speech development, from about age 1 to 2, during which a child speaks mostly in single words.

Two-Word Stage-beginning about age 2, the stage in speech development during which a child speaks mostly in two-word statements.

Telegraphic Speech-early speech stage in which a child speaks like a telegram-"gocar" using mostly nouns and verbs.

Aphasia-impairment of language, usually caused by left-hemisphere damage either to Broca's area or to Wernicke's area.

Linguistic Determinism-Whorf's hypothesis that language determines the way we think.

Module 37

Vocab:

- Motivation- need or desire that energizes and directs behavior.
- Hierarchy of Needs- Maslow's pyramid of human needs, each level, which starts with the base, must be satisfied before moving up.
- Incentive- positive or negative environmental stimulus that motivates behavior.
- Instinct- A complex unlearned behavior that is rigidly patterned throughout a species.
- Drive Reduction Theory- Physiological need creates a drive that motivates an organism to satisfy that need.
- Homeostasis- A tendency to maintain a balanced or constant internal state. Ex: Regulating body temperature.

Yerkes-Dodson Law- The principle that performance increases with arousal only up to a point, beyond which performance decreases

Important Points:

- Environmental incentives can intensify drives.
- Instinct/evolutionary perspective explores genetic influence on complex behaviors.
- Optimal Arousal Theory proposes that some behaviors don't reduce physiological needs but are there because of a search for an optimum level of arousal.
- Abraham Maslow created the Hierarchy of Needs

Diagrams: In this order~

Need (Food & Water)	Drive (Hunger & Thirst)	Drive Reducing Behaviors (Eating & Drinking)
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Module 38

Vocab:

- Glucose- Form of sugar that circulates in the blood and provides the major source of energy for body tissues.
- Set Point- The point where an individual's "weight thermostat" is set. When the body falls below this weight hunger increases so the person eats more to get back up to the set point.
- Basal Metabolic Rate- The body's resting rate of energy expenditure.

Physiological Factors that Influence Hunger:

- Hunger pangs are caused by stomach contractions.
- Neural areas in the brain monitor blood chemistry and incoming information of the body's state of being.
- Appetite Hormones:
 - Insulin- Controls blood glucose
 - Ghrelin- Secreted by empty stomach.
 - Orexin- Secreted by hypothalamus
 - Leptin- Secreted by fat cells.
 - PYY- Secreted by digestive tract.

Cultural Factors that Influence Hunger:

- Humans prefer certain tastes (sweet and salty), but individual preferences are also influenced by conditioning, culture, and situation.
- Hunger reflects memory of when we last ate or should eat next.
- Some taste preferences have survival value, such as staying away from foods that have made us ill.

Obesity:

- Genes and environment act together to produce obesity.
 - Correlates w/ aggression
 - Genetically Influenced
 - Lack of exercise and abundance in high calorie food and social influences.
- Change the lifestyle obese people and create healthy habits.

Module 39 Sexual Motivation

Vocab:

- Sexual Response Cycle- The four stages of sexual responding (described by Masters and Johnson).
 - Excitement
 - Plateau
 - Orgasm
 - Resolution
- Refractory Period- A resting period after orgasm, during which a man cannot achieve another orgasm.
- Sexual Dysfunction- A problem that consistently impairs sexual arousal or functioning.
- Estrogens- sex hormones, such as estradiol, secreted greater in amounts by females than by males and contributing to female sex characteristics. In nonhuman female mammals, estrogen levels peak during ovulation, promoting sexual receptivity.
- Testosterone- The most important of the male sex hormones. Both males and females have it, but the additional testosterone in males stimulates the growth of the male sex organs in the fetus and the development of the male sex characteristics during puberty.

Important Points:

- Masters and Johnson described the human sexual response cycle...excitement, plateau, orgasm, and resolution.
- In the resolution phase males experience a refractory period
- Sexual Dysfunctions can be successfully treated by behaviorally oriented therapy or drug therapy.

Hormones, External and Internal Stimuli Influence Sexual Motivation:

- The female(estrogen) and male (testosterone) hormones don't influence human sexual behavior as much as they do in other species.
- External stimuli can trigger sexual arousal in both men and in women, but the brain areas that respond differ...
 - Men respond more specifically to sexual depictions involving their preferred sex.
 - Imagined stimuli (fantasies) influence sexual arousal as well as sexually explicit behavior may lead people to perceive that their partners are less appealing and devalue relationships.

MODULE 40

Social Motivation: Affiliation Needs

- Human need to affiliate w/ others.
- basic motivation
- sense of community => enhances psychological well-being
- when... [relatedness] = [autonomy + competence] => deep well-being and ↑ self-esteem

"connections"
"kinship"
"community"

2 basic psychological needs
autonomy = sense of control
competence = adequacy personal

how well accepted and valued one feels.

- to gain acceptance

people often conform to a group's standards

"Well" - spiritual group, faithful relationships, team spirit
or "bad" - gangs, inmates, cults

For good or bad regardless we work hard to maintain relationships.

- love dampens feelings of pain via the prefrontal cortex (associated w/ safety)
- w/o love or belonging/relatedness => insecure anxious attachment / insecure avoidant attachment } begins in childhood; manifests in adulthood
- social isolation => ↓ health
- ostracism - social exclusion - craves attachment BUT remains vigilant to signs of rejection. avoids getting close using strategies to do so.
- people often respond to ostracism with: depressed moods, initial restoration efforts, coupled subsequently by withdrawal.
- to experience ostracism = to experience real pain
- ↑ activity in regions of brain that respond to physical pain
- Psychologically, we seem to experience social pain with same emotional unpleasantness that marks physical pain. Hence, "heart broken" feeling after a breakup.
- Social Networking helps to strengthen relationships with people we already know.
- networking tends to allow for self-disclosure.
- All motives for have common effects... time sucking diversion.
 - energize behavior.
 - direct/control behavior.
 - attention sucking diversion (Narcissism).
 - emotionally distracted self.

MODULE 41

Theories and Physiology of Emotion

THEORY	EXPLANATION OF EMOTION
James-Lange	awareness => emotional response.
Cannon-Bard	stimuli trigger bodily response and emotional response simultaneously.
Schachter-Singer	"2 factor theory" that our emotion depends on general arousal and a conscious cognitive label.
Zajonc, LeDoux	Some bodily responses happen instantly w/o conscious appraisal/labeling.
Lazarus	cognitive appraisal (labeling a stimuli as threatening or non-threatening) - sometimes w/o awareness - defines emotion

- arousal part of emotion is regulated by autonomic nervous system's two divisions
- performance is best/optimum @ ↓ levels of arousal for difficult task and @ ↑ levels of arousal for well-learned tasks.
 - parasympathetic [calming]
 - sympathetic [arousing]
- emotions may be similarly arousing, but responses such as facial muscle movement distinguish them
- different hormones and areas of brain are associated w/ different emotions.
- brain's pathways for emotion: 2 track mind
 - "thruking high road": sensory input (via thalamus) gets analyzed and then goes to amygdala
 - "the speedy low road": sensory input goes directly to amygdala via thalamus (no analysis before)

MODULE 42

Expressed Emotion

- communication is often through bodily movements / facial expressions
- small changes of behavior can indicate different feelings/emotions.
- women read these emotional cues more easily => empathetic.
- gestures vary across cultures => BUT facial expressions are common universally.
- cultures also differ in the degree to which emotion is expressed.
- facial feedback effect: facial expressions => emotional corresponding feelings.
- we mimic others' expressions (via mirror neurons) => empathize

Module 43: Stress and Health

A. *Stress: Basic concepts*

- a. Stress- the process by which we perceive and respond to certain events, called stressors, that we appraise as threatening or challenging.
- b. When short lived or when perceived as challenges, stressors can have positive effects. A temporary stress can mobilize the immune system for fending off infections or healing wounds.
- c. Extreme or prolonged stress can harm us such as losing a job, PTSD and an abused child.

B. *3 Types of Stressors*

- a. Catastrophes-unpredictable large scale event, such as earthquakes, floods, and wildfires.
- b. Significant life changes-life transitions that are often keenly felt, can be happy events such as marriage, graduating high school and leaving for college.
- c. Daily hassles-everyday stressors as in a traffic jam or your siblings. Some people can shrug it off others it can added up and take a toll on their health.

C. *Stress Response System*

- a. General Adaptation Syndrome(GAS)- Hans Selye's concept of the body's adaptive response to stress in 3 phases:alarm, resistance and exhaustion.
- b. Example: suffer from emotional trauma
 - i. alarm-sympathetic nervous system is activated, heart rate rises
 - ii. resistance-body temp, blood pressure and adrenal glands increase
 - iii. exhaustion-more vulnerable to illness, in extreme cases death.

Module 44: Stress and Illness

A. *How Does Stress Make us More Vulnerable to disease?*

- a. Physiological illness- literally 'mind body' illness, any stress-related physical illness.
- b. Psychoneuroimmunology-the study of how physiological, neural and endocrine processes together affect the immune system and resulting health.
- c. Lymphocytes- the 2 types of white blood cells that are a part of the body's' immune system. B lymphocytes form the bone marrow and release antibodies to fight off bacterial infections. T lymphocytes form in the thymus and other lymphatic tissue and attack cancer cells and foreign substances.

B. *Cancer/Heart Disease*

- a. Stress cannot create cancer cells but it does weaken the immune system which fights off cancer cells, so stress can weaken a person's' ability to fight it off.
- b. Coronary Heart Disease-the clogging of the vessels that nourish the heart muscle; this is the leading cause of death in many countries.

Module 45: Developmental Issues/Prenatal Development/Newborn

A. Developmental Psychology's Major Issues

- a. Nature and Nurture
 - i. We are not formed by either nature or nurture but by their interrelationships, their interaction.
- b. Continuity and Stages
 - i. Are there clear cut stages of psychological development as there are for physical stages such as running and walking? Some research casts doubt on the idea that life proceeds through neatly defined age-linked stages.
- c. Stability and Change
 - i. Research reveals that we experience both stability and change, some of our characteristics are very stable such as temperament. Life requires both of these, stability provides us an identity, and our ability to change gives us hope for a brighter future.
- d. Prenatal Development/Newborn
 - i. Zygote-the fertilized egg.
 - ii. Embryo-developing human, 2 weeks after conception.
 - iii. Fetus-developing human, 9 weeks after conception.
 - iv. Teratogens-harmful chemicals or viruses that can reach the embryo through the mother
 - v. Fetal Alcohol Syndrome(FAS)-physical and cognitive abnormalities in children when a pregnant woman drinks alcohol.
 - vi. Habituation-decreasing responsiveness with a repeated stimulation. As infants gain familiarity with repeated exposure to a visual stimulus, their interest wanes and they look away sooner.

Module 46: Infancy and Child Development: Physical Development

Maturation- biological growth process that enable orderly changes in behavior, uninfluenced by experience.

Motor Development- a child's neural networks grow more complex from birth very rapidly.

Memory- on average, the earliest recall of memory is about 3 and a half years old.

Module 47: Infancy and Child Development: Cognitive Development

Cognition- all the mental activities associated with thinking, knowing, remembering and communicating.

Schema- a concept or framework that organizes and interprets info.

Assimilation- interpreting our new experiences in terms of existing schemas.

Accommodation- adapting our current understandings (schemas) to incorporate new info.

Sensorimotor Stage- (Piaget's theory) the stage from birth to about 2 years during which infants know the world mostly in terms of their sensory impressions and motor activities.

Object Permanence- the awareness that things continue to exist even when not perceived.

ie. A stuffed animal is placed in front of a baby and is then covered up with a blanket, a child who has not developed object permanence, will not understand that the object still exists when it is not in sight.

Preoperational Stage- (Piaget's theory) the stage from about 2 to 7 years old during which a child learns to use language but does not yet comprehend the mental operations of concrete logic.

Conservation (of mass, volume, numbers)- the principle that quantity remains the same despite changes in shape/form of objects. (part of concrete operational reasoning)

ie. When milk is poured into a tall, narrow glass, it suddenly seems like "more" than when it was in the shorter, wider glass. This child would not understand conservation (volume).

Egocentric- (Piaget's theory) the preoperational child's difficulty taking another's point of view.

ie. When a child is looking at a 3D model of a landscape they describe what they see. Then they are asked to move to another area and describe what they see. When asked to describe what the teacher sitting in the child's old spot asks to describe what SHE is seeing, the child can't do it.

Theory of Mind- people's ideas about their own and others' mental states- about feelings, perceptions, and thoughts, and the behaviors they might predict.

Autism Spectrum Disorder (ASD)- a disorder that appears in childhood and is marked by significant deficiencies in communication and social interactions, and by rigidly fixated interests and repetitive behaviors.

Concrete Operational Stage- (Piaget's theory) the stage of cognitive development, about 7 to 11 years old, during which children gain the mental operations that enable them to think logically about concrete events.

ie. Children understand conservation and are able to comprehend simple mathematics.

Formal Operational Stage- (Piaget's theory) the stage of cognition development, starting around age 12, during which people begin to think logically about abstract concepts.

ie. Can understand the question: "If John is in school, then Mary is in school. John is in school. What can you say about Mary?"

Vygotsky's Viewpoint- a child's mind grows through interaction with the social environment (Piaget looked at physical environment).

Zone of Proximal Development- zone between what a child can and can't do (what a child can do with help).

Module 48: Infancy and Child Development: Social Development

Stranger Anxiety- the fear of strangers that infants commonly display, beginning by about 8 months of age.

ie. When Kara went to see her cousin and the baby cried when Kara came near her.

Attachment- an emotional tie with another person; shown in young children by their seeking closeness to the caregiver and showing distress when separated.

Mary Ainsworth Study- placing infants into a *strange situation*- parents left for a short period of time and then returned.

1. **Secure attachment (66%)** explored when parents were present, but when parents left, the child acted distressed and cried. When the parents returned, the child went to them.
2. **Avoidant attachment (21%)** may resist being held by parents and will explore the environment. Do not go to the parents when they return.
3. **Anxious/Ambivalent/Resistant attachment (12%)** the child shows extreme stress when the parents leave, but resist being comforted by them when they return.

Critical Period- an optimal period early in the life of an organism when exposure to certain stimuli or experiences produces normal development.

Imprinting- the process by which certain animals form strong attachments during an early-life critical period.

ie. Konrad imprinted on baby ducks, showing that animals don't necessarily imprint on their own species.

They can and will imprint on a variety of moving objects.

Temperament- a person's characteristic emotional reactivity and intensity.

ie. Best compared to dogs. A dog with mild temperament is relaxed and calm- not hyper and crazy.

Basic Trust- according to Erik Erikson, a sense that the world is predictable and trustworthy. (Formed during infancy by appropriate experiences with responsive caregivers).

Self-Concept- all our thoughts and feelings about ourselves, in answer to the question, "Who am I?"

Parenting Styles

1. **Authoritarian-** parents impose rules and expect obedience
2. **Permissive-** parents submit to their children's desires. They make few demands and use little punishment.
3. **Authoritative-** parents are both demanding and responsive. They exert control by setting rules and enforcing them, but they also explain the reasons for rules. They encourage open discussion when making the rules and allow exceptions.

ie. the perfect parent that is easy to get along with.

Gender Development

- Aggression → Any physical or verbal behavior intended to hurt somebody.
 - ex. punching someone, or calling them a name.
- Gender is said to play a role in aggression, saying men are more aggressive. (Wood and Eagly)
- Our Gender on Behaviors
 - Gender Role → Set of expected behaviors for males and females.
 - ex. Gender roles vary with time, an old example was men driving the car, making the money and the woman at home, but that is no longer it.
 - Role → Set of expectations (norms) about a social position.
 - Ex. Roles used to be man works woman stays home.

How do we learn to be male or female?

- Gender Identity → our sense of being male or female
 - Ex. Bill has knowledge and a sense he is male
- Social Learning theory → Theory that we learn social behavior by observing and imitating.
- Gender Typing → accusation of traditional masculine or feminine role.
- Transgender → Term describing a person whose gender identity differs from actual sex.

Module 50

- Parents Peers and Early Experiences:
 - Nature v.s. Nurture
 - We have biological traits that influence in our development, also the environment brought up in impacts us.
 - A person who grew up in a stimulating environment is generally "Smarter."
- As a child the learning is huge. If they don't get stimulation they will never fully develop some features.
 - Ex. If language and grammar aren't learned they may never get it.

- Parents + peers shape the person too.

Module 51

Adolescence, Physical and Cognitive development.

↳ transition period from childhood to adulthood.

• Physical Development

- Adolescence begins with puberty, which can hit children at any time not just one age.

- maturation between boys and girls vary, not just by age but also how they mature

• Girls normally mature faster than boys.

• Moral Intuition

→ A quick gut reaction or feeling

- Cognitive Development

• During teen years reasoning is normally self-focused, like no one could understand them.

• Reach Jean Piaget's formal operations, able to see more abstractly and more perspectives.

- Moral Development

Kohlberg

• Preconventional → Self Interest, look to avoid punishment

• Conventional → uphold rules to gain social approval.

• Postconventional → Actions reflect beliefs for basic rights and self-defined ethics.

- Each life stage has its own psychosocial task and needs resolution (Erikson)
- For young children there are issues with trust, autonomy, and initiative.
- For young adults the task is mixing together past, present, and future into a clearer sense of self and identity

- Adolescents try out different "selves" depending on the situation they're in.
- For both adults + adolescents, group identities are formed by how we differ from the people around us. Less parental influence and more peer influence.

Erikson's stages of Psychosocial Development

Infancy - trust vs mistrust (0-1 yrs)
 Toddlerhood - Autonomy vs Shame/doubt (1-3 yrs)
 Preschool - Initiative vs guilt (3-6 yrs)
 Elementary - Competence vs inferiority (6 - puberty)

Adolescence - identity vs role confusion (teen - 20's)
 Young Adulthood - Intimacy vs isolation (20's - early 40's)
 Middle adulthood - Generativity vs stagnation (40's - 60's)
 Late adulthood - Integrity vs despair (late 60's - D)

Identity - our sense of self

Social Identity - the "we" aspect of our self-concept

Intimacy - the ability to form close + loving relationships

emerging adulthood - bridges gap between adolescent dependence + independence

Module 53 - Sexual Development

- sex determined by father, either an x-chromosome making a girl, or a Y-chromosome making a boy.
- physical differences come during puberty, reproductive organs + external genitalia develop dramatically
- Intersex individuals are born with intermediate or unusual combinations of male + female physical features

Teen pregnancy contribution factors - minimal communication about birth control, guilt related to sexual activity, Alcohol use, mass media norms of unprotected sex.

Sexual restraint factors - High intelligence, religious engagement, father presence, + participation in service learning programs

- Safe-sex practices help prevent STI's
- Rates of teen intercourse vary from culture to culture

- sexual orientation - heterosexuality, homosexuality
- no evidence of environment determining sexual orientation

Module 54 - Adulthood

Katie Lanfeld

- In middle + late adulthood, muscular strength, reaction time, sensory abilities, + heart function begin and continue to decline
- At roughly age 50, menopause begins in women
- good genes, low stress, + good health habits enable a possibility for better health in later life
- recall begins to decline for meaningless information
- Chance events have influence on life choices in adulthood
- Adults often struggle against the "social clock"
- positive emotions increase after midlife + negative ones decrease

Menopause - natural cessation of menstruation

Cross-sectional study - people of different ages are compared

Longitudinal study - same people are restudied + retested over a long period of time

Social clock - culturally preferred timing of social events